

Diploma Programme Year Plan

Name of the DP subject	Language B Dutch	
Level	Higher <input type="checkbox"/> Standard <input checked="" type="checkbox"/>	
YEAR 2		
UNIT	TOPIC/CONCEPT	ASSESSMENT COMPONENTS
Klimaatverandering	<p>In this unit, the students will learn about the UN Sustainable Development Goals. They will watch various videos concerning this topic and they will be able to create their own video and texts, expressing their concerns whilst constructing a valid oral and written argument in Dutch, about the importance of one or more of the Global Goals. They will make connections with current environmental issues in their own culture and they will do this whilst keeping in mind Bloom's taxonomy and the ATL skills.</p> <p>The SL students will work from <i>Nederlands in Actie</i>.</p> <p>At the end of this unit, students should be able to:</p> <ol style="list-style-type: none"> 1. show international-mindedness through the study of languages, cultures, and ideas and issues of global significance. 2. communicate in the language they have studied in a range of contexts and for a variety of purposes. 3. show intellectual engagement and the development of critical- and creative-thinking skills through language learning and the process of inquiry. 	<p>Summative assessment H7. Reading comprehension, vocabulary, grammar, prepositions (90 minutes, grade 1, weight 20%)</p> <p>Submit Video Global Goals (grade 2, weight 10%, rubric Interactive Oral Activity)</p> <p>Individual Oral SL (15 minutes, grade 3, weight 10%)</p> <p>Paper 2 reading comprehension SL (60 minutes, grade 4, weight 20%)</p>

UNIT	TOPIC/CONCEPT	ASSESSMENT COMPONENTS
<p>Luistervaardigheid en Examen voorbereiding</p>	<p>This unit prepares the students for their Language B Dutch Exams: Listening comprehension, Reading comprehension, Writing Skills and Individual Orals.</p> <p>Exam components SL</p> <p>External assessment</p> <p><u>Paper 1</u> (1 hour 15 minutes) Productive skills—writing (30 marks) One writing task of 250–400 words from a choice of three, each from a different theme, choosing a text type from among those listed in the examination instructions. 25%</p> <p><u>Paper 2</u> (1 hour 45 minutes) Receptive skills—separate sections for listening and reading (65 marks) Listening comprehension (45 minutes) (25 marks) Reading comprehension (1 hour) (40 marks) Comprehension exercises on three audio passages and three written texts, drawn from all five themes. 50%</p> <p>Internal assessment: Individual oral assessment This component is internally assessed by the teacher and externally moderated by the IB at the end of the course. A conversation with the teacher, based on a visual stimulus, followed by discussion based on an additional theme. (30 marks) 25%</p> <p>At the end of this unit, students should be able to:</p> <p>1. communicate in the language they have studied in a range of contexts and for a variety of purposes</p>	<p>Summative assessment H2: Reading comprehension, vocabulary, grammar, prepositions (90 minutes, weight 20%)</p> <p>MOCK EXAMS: WRITING SKILLS, LISTENING COMPREHENSION, AND READING COMPREHENSION</p> <p>Listening comprehension: game addiction (45 minutes, weight 10%)</p> <p>Individual Orals</p> <ul style="list-style-type: none"> • identiteit = lifestyle, gezondheid en welzijn, normen en waarden, subculturen, taal en identiteit • ervaringen = vrije tijd, vakantie en reizen, levensverhalen, overgangsruten, gewoonten en tradities, migratie • menselijk vernuft = entertainment, artistieke expressie, communicatie en media, technologie, wetenschappelijke innovatie • sociale organisatie = sociale relaties, gemeenschappen, educatie, maatschappelijke betrokkenheid, de arbeidswereld, wetgeving en handhaving • samenleven op deze planeet = milieu, mensenrechten, vrede en oorlog, gelijkheid, globalisatie, ethiek, stedelijke en landelijke omgeving

	<p>2. have opportunities, through language learning and the process of inquiry, for intellectual engagement and the development of critical- and creative-thinking skills</p> <p>3. have a basis for further study, work and leisure through the use of an additional language</p> <p>Conceptual understandings in Language B SL: Audience: Students understand that language should be appropriate for the person(s) with whom one is communicating. Context: Students understand that language should be appropriate to the situation in which one is communicating. Purpose: Students understand that language should be appropriate to achieve a desired intention, goal or result when communicating. Meaning: Students understand that language is used in a range of ways to communicate a message. Variation: Students understand that differences exist within a given language, and that speakers of a given language are generally able to understand each other.</p> <p>Please be mindful of the consequences of academic misconduct, plagiarism, collusion, etc.</p> <p>* Academic honesty, Inclusive Education and Differentiation will all be addressed in these units.</p> <p>* The language B curriculum guide (first exam 2020) provides a list of recommended topics for each theme that are appropriate for students to achieve the aims and objectives of the course. The recommended topics are to be considered indicative content, not prescribed content, for the language B course. The themes are prescribed, but the recommended topics and possible questions for each theme are not prescribed. The five prescribed themes are:</p> <p>Identities, Experiences, Human ingenuity, Social organization and Sharing the planet.</p>	
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All Diploma Programme courses are designed as two-year learning experiences.